

Proclamation 2017 Curriculum Division *Review Training*

OFFICIAL STATE REVIEW PANEL
SUMMER 2016



Agenda

- State Review Panels: Duties
- Understanding the TEKS
- English Language Proficiency Standards (ELPS)
- Review



State Review Panels

The materials submitted for adoption undergo a full and complete investigation to

- identify the TEKS covered,
- identify the ELPS addressed (if applicable), and
- document any factual errors.



State Review Panels

Your mission is to ensure that instructional materials adopted by the State Board of Education (SBOE) directly address the SBOE-adopted standards – the Texas Essential Knowledge and Skills (TEKS).



State Review Panels - Procedures

If a TEKS standard has **multiple student expectations**, the requirements of coverage will be applied to each student expectation to ensure sufficient coverage.

TEKS standards are not considered covered if **only** included in side bars, captions, or questions at the end of a section or chapter.

Each student expectation (SE) must be **clearly evident** in the instructional materials to ensure sufficient coverage.



Understanding the TEKS

The TEKS identify what students should know and be able to do by the end of each course or grade level.

The TEKS consist of two parts--

- the introduction, and
- the standards.



Structure of the TEKS

- **Introduction**
- **Knowledge and Skill Statements**
- **Student Expectations**



Structure of the TEKS

Introduction

A description of the content of course and key information about the course and the standards



CTE TEKS — The Introduction

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment



CTE TEKS — The Introduction

- (3) **Principles of Architecture** provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.



CTE TEKS — The Introduction

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.



LOTE TEKS — The Introduction

(2) Communication is the overarching goal of world language instruction...The American Council on the Teaching of Foreign Languages (ACTFL) identifies **three modes of communication: interpersonal, interpretive, and presentational**.

(A) In the **interpersonal mode** of communication, students engage in direct oral or written communication with others...

(B) In the **interpretive mode** of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts...

(C) In the **presentational mode** of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction...



LOTE TEKS — The Introduction

(5) Students in Level II are expected to reach a proficiency level of **Novice High to Intermediate Low**, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the **Novice High** proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources...

(B) Students at the **Intermediate Low** proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences...



Structure of the TEKS

Knowledge and Skill Statements

- Broad statements of what students must know and be able to do
- Sometimes organized into strands



Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills as required by business and industry.

Structure of the TEKS

Student Expectations (SEs)

- Directly related to the knowledge and skill statement
- Are more specific about how students demonstrate their learning
- Come after the phrase “The student is expected to....”



Student Expectations

The student is expected to:

- (A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers



Structure of the TEKS

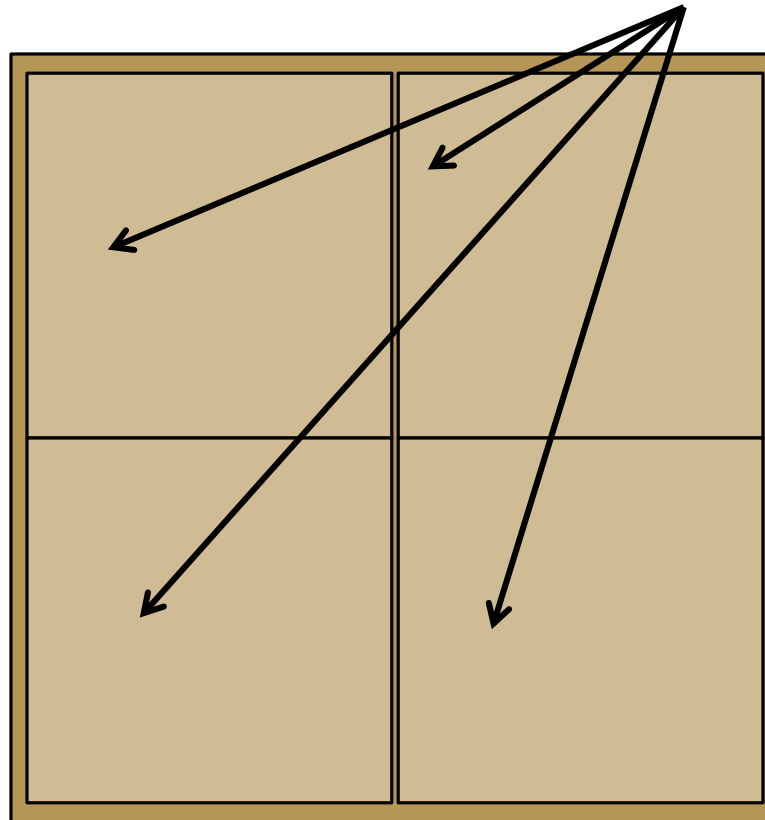
Breakouts

- The component parts of each student expectation
- Used to determine coverage of an SE



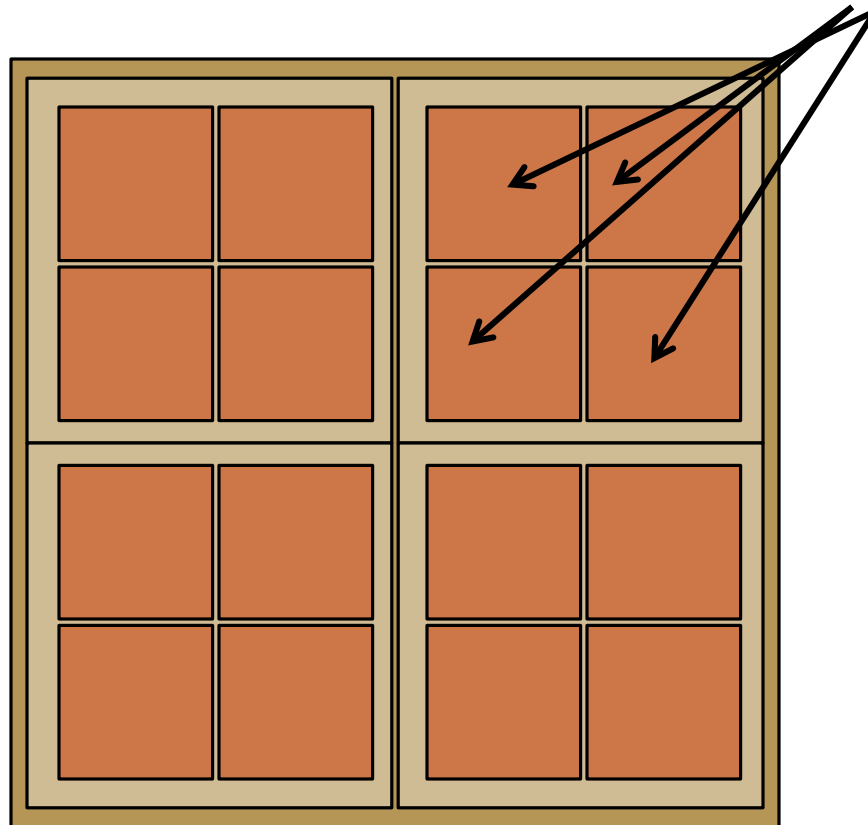
Structure of the TEKS

The **TEKS** are made up of **Knowledge and Skills Statements**.



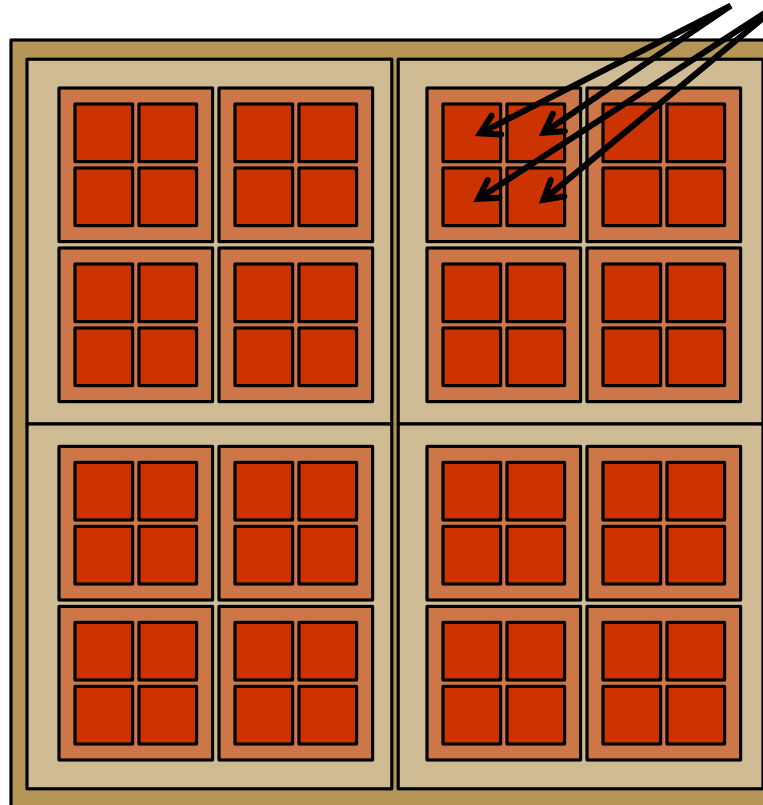
Structure of the TEKS

Knowledge and Skills Statements are made up of **Student Expectations**.



Structure of the TEKS

Student Expectations are made up of **Breakouts**.



English Language Proficiency Standards (ELPS)

- one set of ELPS, no difference by grade level
- outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing
- school districts must implement the ELPS as an integral part of each subject in the required curriculum
- materials must cover only those that have been designated as appropriate for inclusion in instructional materials
- fewer in total than student expectations for most grade levels and courses
- focus is on teacher materials



English Language Proficiency Standards (ELPS)

The ELPS must be addressed in instructional materials for mathematics courses (Statistics and Algebraic Reasoning) and social studies (Special Topics in Social Studies) as well as for CTE courses that may satisfy an English, mathematics, or science graduation requirement.



CTE Courses that May Satisfy Specific Graduation Requirements

Mathematics

Accounting II

Financial Mathematics



Determining TEKS Coverage

In order for a product to be eligible for placement on the list of adopted materials, the instructional material must

- address at least 50% of the total number of **student expectations** and
- address 100% of the designated ELPS (if applicable).



Determining TEKS Coverage

All student expectations within a given **knowledge and skills statement** do not need to be sufficiently addressed in order for an individual SE within that group to count toward the 50%.

However, all **breakouts** within a given **student expectation** must be sufficiently addressed in order for an individual SE to be counted toward the 50%.



Determining TEKS Coverage

A student expectation (SE) is considered to be addressed if

- all breakouts for **content SEs** are addressed at least once in the student text narrative, and
- once in an end-of-section review exercise, an end-of-chapter activity, or a unit test
- all breakouts for **process SEs** are addressed at least once in the student text narrative and once in an end-of-section review exercise, an end-of-chapter activity, or a unit test; or
- twice in an end-of-section review exercise, an end-of-chapter activity, or a unit test.



Determining TEKS Coverage

A publisher's citation for coverage of any specific student expectation may be accepted only if it provides one of the following:

- (i) an opportunity for **the teacher to teach** the component of the knowledge or skill in the teacher material;
- (ii) an opportunity for **the student to learn** the component of the knowledge or skill in the student material or the teacher material; or
- (iii) an opportunity for **the student to demonstrate** the component of the knowledge **or practice** the component of the skill in the student material or the teacher material.

Determining TEKS Coverage

Student expectations are not considered covered if only included in side bars, captions, or questions at the end of a section or chapter.

Each student expectation must be clearly evident in the instructional materials to ensure sufficient coverage.

Student expectations that contain the word "including" reference content that must be covered in instructional materials, while those containing the phrase "such as" are intended as possible illustrative examples and are not required to be covered in instructional materials;



CTE Example (Investigating Careers)

Knowledge and Skills Statement

(3) The student investigates the professional skills needed for college and career success. The student is expected to:

Student Expectation

(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences



Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences	(i) investigate the importance of co-curricular experiences
		(ii) investigate the importance of extracurricular experiences
		(iii) investigate the importance of career preparation experiences
		(iv) investigate the importance of extended learning experiences

CTE Example (Principles of Architecture)

Knowledge and Skills Statement

(2) The student performs mathematical operations to complete tasks such as measuring and estimating materials and supplies. The student is expected to:

Student Expectation

(C) determine ratios, fractions, and proportions using appropriate formulas and calculations



Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student performs mathematical operations to complete tasks such as measuring and estimating materials and supplies. The student is expected to:	(C) determine ratios, fractions, and proportions using appropriate formulas and calculations	(i) determine ratios, using appropriate formulas
		(ii) determine fractions using appropriate formulas
		(iii) determine proportions using appropriate formulas

LOTE Example (Discovering Languages and Cultures)

Knowledge and Skills Statement

(2) The student demonstrates an understanding of cultures. The student is expected to:

Student Expectation

(A) identify and describe cultural practices in selected regions or countries



Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(2) The student demonstrates an understanding of cultures. The student is expected to:	(A) identify and describe cultural practices in selected regions or countries	(i) identify cultural practices in selected regions or countries
		(ii) describe cultural practices in selected regions or countries

Review

1. Read the introduction of the course or grade level to which you have been assigned.
2. Review the standards for that course.
3. Beginning with the publisher's correlations, determine if you agree with or accept each citation.
4. Judge the *presence* not the *quality* of the breakout coverage. Use the questions on the next slide as your guide.



Review

- Does this citation provide an opportunity for the teacher to teach the knowledge or skill?
- Does this citation provide an opportunity for the student to learn the knowledge or skill?
- Does this citation provide an opportunity for the student to demonstrate the knowledge or practice the skill?

Please note that you need only one “yes” answer to accept the citation, not all three.



Review

6. If the citation passes the test on the previous slide, record it in the appropriate place on your evaluation instrument.
7. Remember that the documents you develop will become material open to public examination.

Review

8. If you do not approve the citation provided in the publisher's correlation, move on to the next breakout. *A note in the comments column about the reason for your lack of approval is appreciated.*

If you have time after looking at all breakouts, you can go back and see if there is another place in the instructional materials that you could cite as coverage for that breakout.



Review

9. If you find errors during your review, record them in the appropriate place in your review instrument.

Factual errors:

- Verified inaccuracies
- Errors that interfere with student learning

Editorial changes:

- Edits or corrections deemed necessary by the panelists
- Errors that do not necessarily interfere with student learning



Review

Texas Education Code 28.002(h)

“A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.”

10. Sign the document stating that the materials do not conflict with TEC 28.002(h).



Final Reminder

Your mission is to ensure that instructional materials adopted by the State Board of Education (SBOE) **directly address** the SBOE-adopted standards -- the Texas Essential Knowledge and Skills (TEKS).



Thank you

***for the contribution you are making toward
ensuring Texas students have high-quality
instructional materials that help them
graduate ready for post-secondary success!***

